

DOCUMENT RESUME

ED 281 994

CE 047 064

TITLE How to Recruit and Select Young People. An HCITB Business Aid.

INSTITUTION Hotel and Catering Training Board, Wembley (England).

REPORT NO ISBN-0-7033-0055-5

PUB DATE 83

NOTE 28p.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Employment Interviews; *Employment Programs; Entry Workers; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Job Application; Occupational Tests; *Personnel Selection; Records (Forms); *Recruitment; Testing; *Youth Employment

IDENTIFIERS England; *Youth Training Scheme

ABSTRACT

This guide, which was originally developed to help employers in selecting youth for Britain's Youth Training Scheme programs, can also serve as a guide to recruiting and selecting potential employees who have very little work experience. The following topics are covered: deciding which young people the business needs, attracting suitable candidates, selecting young people, developing application forms, using school reports, conducting interviews, and administering selection tests. Sample application forms, checklists, interview schedules, and tests are included. Appendixes contain numeracy and English tests along with test answers and the addresses of sources of further assistance. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED281994

05047064

HOW TO RECRUIT AND SELECT YOUNG PEOPLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

P. Hayter

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Contents

	Introduction	1
--	--------------	---

1	Deciding which young people you need	2
---	--------------------------------------	---

2	Attracting suitable candidates	6
---	--------------------------------	---

3	Selecting young people	7
---	------------------------	---

4	Application forms	8
---	-------------------	---

5	School reports	11
---	----------------	----

6	Interviews	12
---	------------	----

7	Selection tests	15
---	-----------------	----

	Appendix 1 Numeracy and English tests	18
--	---------------------------------------	----

	Appendix 2 Sources of further assistance	22
--	--	----

Introduction

This manual was originally devised to help employers select young people for Youth Training Scheme (YTS) programmes. It is now being made more widely available because the principles involved in YTS selection apply to the selection of all young people with little work experience.

The selection of the right staff is always important, but is never easy. It is particularly important when it involves young people in what is often their first experience of work. Employers' difficulties are increased when candidates have little, or no, knowledge or experience of work, because the selector has little information on which to base his judgement.

How to Recruit and Select Young People contains a range of suggestions and procedures which can be applied directly or adapted to suit your own particular circumstances as required.

The aims are to encourage you, the selector, to be clear about your requirements of the potential young employee and to help you get as much information about him or her as possible. These will help, not only in selection, but also throughout the young person's training.

The list of contents opposite helps you check on individual techniques or ideas that may help you. You will find that, as far as possible, we have included blank copies of forms and checklists for you to photocopy and use. Alternatively, you could adapt our forms to meet your own needs.

The ideas and techniques in this manual can all be used, given adequate planning and monitoring, by people without specialist personnel training. (There are other selection techniques – involving psychometric tests for example – which can find extra, more detailed insights into a job applicant's likely suitability, but these techniques cannot be used by an untrained person.) Details about tests are on page 15.

Note:

Where necessary, we have indicated circumstances under which employers need to be careful to avoid breaking the law – for example, in respect of sex or race discrimination. This manual must not, however, be taken as an authoritative statement on the law. If in doubt, please ask a specialist for advice.

1 Deciding which young people you need

The process is basically the same as for adult recruitment (see summary below) but certain factors mean you need to take extra care:

- the candidates have little or no job experience
- they are often uncertain or unrealistic about what they want to do
- they tend to be immature with ideas, hopes and attributes that are likely to change as the result of experience.

It is important to recruit the right quality staff to meet your requirements.

It is also important to plan their training so that they meet and maintain your standards.

Young person specification and *training scheme description* forms can be used for this. These forms (see pages 3

and 4) enable you and your colleagues to define skills, abilities and attainments the young person needs to have or develop and the skills and experience that your training scheme will offer.

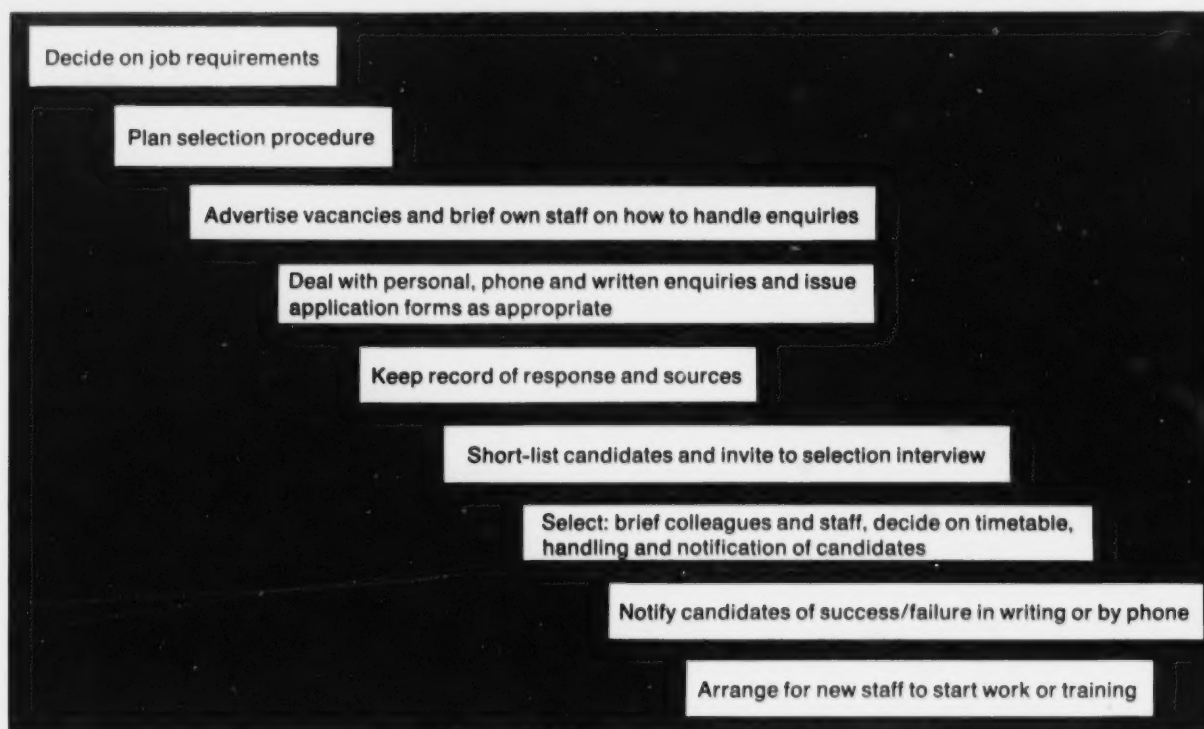
The *young person specification* form should categorise the qualities you want as:

- Essential – without these qualities you will not accept a candidate.
- Desirable – ideal, but not vital qualities; at a pinch you would do without them.
- Unacceptable – factors which give you serious doubts about the candidate's suitability.

Note:

At this stage, bear in mind all the demands that will be made on the young person during training.

RECRUITMENT PROCEDURE SUMMARY



YOUNG PERSON SPECIFICATION FORM

Date

Company:

Candidate's name:

QUALITIES	ESSENTIAL – unsuitable without these	DESIRABLE – not vital, but success more likely	UNACCEPTABLE – likely to prevent success
Qualifications			
Experience			
General intelligence			
Particular aptitudes or skills			
Interests			
Special characteristics or personal qualities			
Personal circumstances			

OTHER NOTES:

TRAINING SCHEME DESCRIPTION FORM

Date:

Company:

Trainee:

Main purpose of the scheme:

Person responsible for the training:

Main activities – what the scheme involves – what the trainee must do	Performance – how it is measured
Off job training	
Work experience	
Occupation-based training	
Record and review	
OTHER NOTES:	

CHECKLIST FOR SELECTING YOUNG PEOPLE

Appearance

CHECK

- hands – clean
- dress – tidy, no great extremes of style
- hair – tidy, no great extremes of style
- general appearance – clean and tidy

Health

CHECK

- general health record
- major disabilities – which would prevent candidate from working safely and efficiently
- complaints which would disqualify candidate

Education

CHECK

- spoken English
- ability to read and write to a basic standard
- basic numeracy

Work experience

CHECK

- previous time spent working in a service occupation
- previous experience of work with unsocial hours
- previous work attendance and punctuality record

Personality

Has the candidate:

- a record of dishonesty or violence
- a pleasant manner
- a record of amicable relationships in school, family and work

Interests

Has the candidate:

- a desire to work in catering occupation
- a tendency towards social or solitary pursuits

Personal circumstances

CHECK

- ability to travel to workplace
- parental view of unsocial work hours

2 Attracting suitable candidates

The way in which you need to tackle this task will depend on factors such as:

- the part of the country involved and levels of local unemployment
- the employer's local reputation among candidates, schools, the careers service etc.

It is important to:

- place information about the job and training opportunity with as many suitable organisations as possible (see below)
- use as many ways as possible to convey the information

- make sure that advertisements, if used, are as clear and helpful to candidates as possible (see below)
- arrange a system for dealing with applicants, making sure that telephonists, receptionists, and others dealing with applicants know about the vacancy and how candidates should apply
- make sure that applications are dealt with and acknowledged promptly, and proper records kept.

These actions will help to give a good impression of your organisation. It will also allow you to check suitable recruitment methods and venues for placing information.

Organisations and venues where information on job/training opportunities might be placed:

- local careers service
- schools and colleges
- Jobcentres
- local centres for the unemployed
- private employment agencies
- youth organisations.

Other ways of announcing information might include:

- placing adverts –
in the local press
on local radio and television
on shop and community notice-boards
at libraries
- placing notices –
at open days
at careers exhibitions
at local events
- talking to people –
existing employees and friends spread the
information by word of mouth.

Designing advertisements

When designing a vacancy advertisement for a young person, remember to make it:

- attractive to young people
- informative but not so wordy that it becomes confusing
- feature the main attractions of the job in a headline
- sufficiently detailed about benefits and requirements that unsuitable candidates will "self-select" themselves out and will not apply
- clear what kind of reply is required and the closing date for applications
- clear that you are not infringing sex or race discrimination legislation.

3 Selecting young people

Your choice of technique will depend on factors such as:

- the amount of time and money available to you
- the numbers of candidates applying

- the *young person specification* you have decided.

To help you choose, we have compiled the following table listing the pros and cons of some of the different techniques available. You will find more information on pages 15–16.

TECHNIQUE	ADVANTAGES	DISADVANTAGES
APPLICATION FORMS and MEDICAL QUESTIONNAIRES	Simple to devise and use. Give permanent record of basic necessary information. Useful means of sifting out obviously unsatisfactory candidates.	Often not used to full advantage because selectors do not study completed forms properly. Candidates who are illiterate or unaccustomed to using forms may not be able to give you full or accurate information.
SCHOOL/COLLEGE REPORTS, REFERENCES and EXAM RESULTS	Exam results are factual and objective, and may give an indication of how a candidate was placed relative to others. Teachers' assessments can give useful general pointers to behaviour, diligence, timekeeping, etc.	Relate to school/academic situation, which may not be directly relevant to work requirements. Reports not always easily available to employer.
INTERVIEWS	Give applicant and employer the chance to exchange information and size each other up.	Time-consuming and often misleading, especially if not well planned and recorded.
VOCATIONAL GUIDANCE TESTS	Can help establish whether a candidate is suited for a particular type of work.	Take extra time during the selection process. Ideally done by school/careers service.

TECHNIQUE	ADVANTAGES	DISADVANTAGES
SKILLS TESTS	Enable employer to check whether the candidate has the skills claimed and to evaluate the standard. Practical and relevant.	Time-consuming and expensive, especially in devising test and establishing required standards.
TRAINABILITY TESTS	Help assess the candidate's likely benefits from the proposed training. Practical and job-related.	As above.
SIMPLE PENCIL, PAPER and DEXTERITY TESTS	Give employer an objective measure of numeracy, spelling, dexterity, etc.	—

4 Application forms

It is important to use some type of application form to assist selection and to provide the basis of a permanent employee record (see opposite).

Ideally the form should be sent or given out some time before the selection day. This allows the candidate time to complete an application properly and gives you the chance to assess completed forms and weed out obviously unsuitable candidates. Young people who are obviously unsuitable should be referred back to the careers service for further guidance. If forms are to be completed on the premises, make sure that candidates have somewhere undisturbed, with adequate space, to write.

When you are evaluating the application, check the candidate's form against the requirements you

listed on the *young person specification* form. Make notes about queries or points you want to follow up in the interview or at some other stage in selection.

Finally:

- treat applications confidentially
- make sure that application forms are kept on file for a reasonable time – keep rejected candidates' forms too to help in case of query or alleged discrimination
- acknowledge receipt of completed application forms promptly and inform candidates about the next step in the selection process
- use a separate medical questionnaire (see page 10).

JOB APPLICATION FORM

Personal particulars (please use BLOCK CAPITALS) Position applied for:									
Surname..... *Mr/Mrs/Miss Forenames..... Address..... Postcode..... Telephone No. Are you registered as disabled? *YES/NO (If yes, state disablement number and expiry date)	National Insurance No. <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center; width: 100px;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> Place of birth..... Nationality Age Date of birth..... Do you have your own transport?..... Where is your nearest station?..... Parent/Guardian (full name)..... Address..... Postcode Telephone No.								
GENERAL (answer all questions)									
Do you have any holiday commitments? *YES/NO (If yes, give details)									
Have you had a criminal conviction? *YES/NO (If yes, give details)									
Interests/sports/hobbies									
Membership of leisure clubs/societies									
Please write here the name, address and occupation of someone who can act as a referee for your character:									
NAME	ADDRESS	OCCUPATION							
*Delete as applicable									

MEDICAL PARTICULARS

CONFIDENTIAL

NAME OF APPLICANT (use block capitals):

Please tick appropriate box

NO YES

NO YES

1. Do you suffer from chronic or recurrent infection of the eyes, ears or throat? ☐ ☐
2. Do you suffer from any deformity which might affect your work as a food handler? ☐ ☐
3. Have you suffered from any skin disease, which particularly affects your hands? ☐ ☐
4. Do you suffer from recurrent coughs or attacks of bronchitis? ☐ ☐
5. Is there any history, including family history, of typhoid, para-typhoid or other gastro-intestinal illness? ☐ ☐
6. Do you suffer from any bowel upset or recurrent diarrhoea? ☐ ☐
- Have you suffered in the last six weeks? ☐ ☐
7. Have you ever had treatment for any mental condition or for any nervous conditions? ☐ ☐

8. Have you ever had blackouts, fainting attacks or fits? ☐ ☐
9. Have you suffered from any serious illnesses? ☐ ☐
10. Do you take any medication or have you done so in the past six weeks? ☐ ☐
11. Have you been off school because of illness or accident in the past year? ☐ ☐
12. Do you have varicose veins? ☐ ☐
13. Have you arrived from abroad in the last six months or have you recently been abroad on holiday? If so, list countries inhabited/visited in the last six months. (You need not list the EEC countries, i.e. United Kingdom, Ireland, Germany, Denmark, Netherlands, Greece, Belgium, France, Italy, Luxembourg) ☐ ☐

If the answer is YES to any of the above questions, please give details.

I accept that I may be medically examined by a doctor in connection with my job application.

DECLARATION OF APPLICANT

I confirm that the above information is correct to my best knowledge and belief.

Signed:

Date:

NOTES (office use only)

Offer made (details):

Date started:

5 School reports

Information about an applicant's school or college career may help provide objective information about progress to date. However, success at school or college does not always guarantee an easy transition to work. If the young applicant left school or college more than one year ago, it is important to remember that he or she may have changed since the report was written.

Some education authorities make reports and references available to prospective employers; others are more reluctant to do so.

Some applicants will be able to bring a school or college report with them to an interview. You might also ask the school for a reference before you interview. As standards vary from place to place, you might consider requesting information in a standard format, or supply a form to complete. A sample reference request is given below.

It is common courtesy to ask for the candidate's agreement to approach a school or college for a reference.

SCHOOL AND COLLEGE REFERENCE REQUEST

Company
Name and address
Date
To: Head's name
School
Name and address
Re: (name of candidate)
We are considering a job application from (name of candidate) who was a pupil at your school. It would be very helpful if you would let us have your comments, in confidence, under these headings: academic record, involvement in school activities, special responsibilities, ability to get on well with pupils and staff, attendance record, general comments.
I look forward to hearing from you and enclose a reply paid envelope for your use.
Yours,

6 Interviews

At the best of times, interviews can be an unreliable way of selecting candidates. Employers have an additional problem when candidates are inexperienced interviewees. The lucky candidate will have had interview training at school but even so, this may be their first "real" meeting with an employer. It is therefore important to do everything possible to increase the likely effectiveness of the process. The following suggestions may be helpful.

Before the interview:

- plan the interview programme carefully; allow enough time for each candidate – normally between 10 and 30 minutes
- decide whether to interview candidates on your own or with colleagues
- if there is more than one interviewer, allocate the subjects to be covered and plan the questions accordingly
- decide whether to arrange for candidates to see round the place of work
- use an interview assessment form (see page 14); this aids your memory, acts as a checklist to structure the interview and helps you make comparisons between candidates
- make sure that the interview room is comfortable, and that the layout of chairs and tables is suitable; ideally, the interview room should be near cloakrooms and you should also ensure that interviews will not be interrupted.

At the interview:

- start slowly and deliberately: remember that the candidate needs time to settle down and if more than one interviewer is involved, introduce everyone carefully

- make the candidate feel at ease – aggressive interviewing will not give you a true picture of the candidate's qualities
- give some background information about the job
- start by questioning on subjects that are familiar to the candidate – perhaps school or leisure interests – before covering how his or her experience and skills relate to the job
- ask open-ended questions that will encourage the candidate to speak freely
- keep the interview flowing by making encouraging gestures rather than by filling gaps by talking
- try to avoid allowing personal prejudices – for or against certain types of dress, appearance or manner – to get in the way of sound judgement
- keep an eye on the time
- take notes without distracting the candidate
- encourage the candidate to ask questions; they may be revealing and helpful to you
- make sure that you are adequately prepared, not over-talkative or argumentative, and that you pay close attention to the candidate's replies.

After the interview:

- Immediately afterwards, write up any further notes on your impressions: in particular, points strongly for or against the candidate. This will help you in discussions with colleagues (if others are involved) and in making your final decision. The notes will also help you monitor the effectiveness and fairness of your procedures. Your reasons for appointing or not appointing a particular candidate may be important in case you are challenged under sex or race discrimination legislation.

INTERVIEW RECORD

Candidate's name	Interviewer
Position applied for	Date
<i>Notes to interviewers</i> This interview record should be used in conjunction with the job application form. After studying the application form make a note of any points you want to query or follow up at the interview. Use this form to record the answers, and any other points emerging from the interview.	
Personal particulars <i>Questions commonly covered include:</i> ● How long have you lived in this area? ● Which posts of responsibility (in a club/society or at school) have you held?	
Educational history <i>Questions commonly covered include:</i> ● What was your favourite subject? ● How did you get on at school?	
General <i>Questions commonly covered include:</i> ● What would you look forward to most if you got this job? ● Why would you like to work in the hotel and catering industry? ● What do your parents think of you working in the industry? ● Do you have any religious restrictions on working with food or drink?	

INTERVIEW ASSESSMENT FORM

Candidate's name Position applied for Date Interviewer	Use points score if desired (0-10) Ideal candidate - 10 Acceptable - 5 Reject - 0
1 Appearance and manner (First impressions/dress/manner/speech/bearing)	
2 Personality (Is he or she likely to prove acceptable to colleagues/senior staff/customers?)	
3 Qualifications/experience (Do his or her education/work experience/hobbies fit in with our needs?)	
4 Circumstances (Do family circumstances/location/health pose problems?)	
5 Career plans (Do they relate to the job we are offering?)	
6 General comments	
DECISION: Accept/reject/file pending	

7 Selection tests

Tests can be a useful part of the selection process particularly for young people. They range from simple tests of attainment (e.g. mathematics, vocabulary) or skill, to more complex psychological tests designed to give an insight into the candidate's potential.

Tests in the important areas of numeracy and English can be particularly important. These can indicate the candidate's ability to understand and use numbers and the English language through simple and effective methods. Tests also give a guide to the speed with which the candidate "catches on" to things and his or her general powers of reasoning.

If, for instance, an individual did rather badly in a simple numeracy test, then it would not be fair to that candidate or the organisation to put him or her into a situation that required those skills. However, if you decided to appoint the candidate to do work that did not require these skills, your organisation could assist the young person to overcome his or her weaknesses.

Pilot work on the Youth Training Scheme has revealed that many young people have problems with both numbers and English. Many were not able to complete tasks because of lack of experience and poor schooling rather than because of lack of ability.

Two simple tests, on English and numeracy, are enclosed for your use (see Appendix 1). Other tests included which are particularly relevant to young people, are: vocational guidance (see below), skills assessment (page 17) and dexterity (page 18).

When deciding whether to use any test, you must:

- be clear about what you are using the test to measure and how it is relevant to the job (paying particular attention to the need to guard against racial discrimination)
- define the standards of achievement you expect a successful candidate to reach
- keep accurate and confidential records and check that the test is measuring as it was designed to do

- ensure that the person designing or using the test has adequate knowledge to administer and interpret the test correctly.

Most higher level tests can only be used by trained testers. Sources of help and advice on the use of tests are on page 22.

When using tests, you must decide what the required standards will be and where you will "draw the line". The easiest way is a simple pass/fail on each test. Your passmark indicates the minimum standard you require.

If you find subsequently that the standard of trainees is too low, then adjust your pass/fail marks or change your tests. Too high a score can also be a difficulty. It may mean that a candidate is over-qualified or it may mean that your test standard is too low.

VOCATIONAL GUIDANCE TESTS

A number of tests exist to give job seekers – especially school leavers – guidance on the types of work for which their interests or inclinations suit them. Like some selection tests, vocational guidance tests are normally available to qualified, registered users only. They should not be used as selection tests as such and those employers who are in a position to offer a variety of industrial careers should use vocational guidance tests only where they have experienced, registered testers available.

The tests include:

- Kuder Preference Record (available to trained testers)
- Rothwell-Miller Interest Blank (available to trained testers)
- ITRU Jobmatch (available with no restriction)
- Saville and Holdsworth Ltd Occupational Interest Inventory (available to registered users).

Kuder Preference Record

The Kuder Preference Record measures the candidate's interests in ten areas by asking a series

of questions. The individual has to decide which of three situations he likes most and which he likes least. The total scores form the basis of a profile.

Scores in excess of 75% indicate strong preferences. These are the areas in which the individual would probably be most successful and happy. It does not necessarily indicate that he has the ability to succeed. Scores below 25% indicate the areas he dislikes. The areas of interest measured are outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social and clerical.

This system takes the candidate about 45 minutes to complete. A further 20 minutes is needed to score the choices and give a verbal report.

Rothwell-Miller Interest Blank

This system of tests consists of lists of possible jobs/careers which the individual has to rate in order of preference. The candidate's choices are analysed to obtain the top three career preferences.

The Rothwell-Miller takes about 10 minutes to complete and 5 minutes to score.

ITRU Jobmatch

Jobmatch is designed mainly for non-academic students at secondary schools and colleges of further education. However, its simple, self-explanatory method makes it extremely adaptable. It is invaluable for local education authority careers advisers and training or personnel departments of large companies. It is also suitable for use in the Youth Training Scheme.

Devised by the Industrial Training Research Unit (ITRU) in association with the Manpower Services Commission, Jobmatch aims to help young people identify the jobs or job areas where they would be most happy. It is a means of gauging preferences and is *not* an ability test. The system is based on a comprehensive sample of the types of manual/skilled employment open to the non-academic school leavers.

Students use a questionnaire to identify their likes and dislikes which they then compare with those of people already employed in the 40 sample job

areas. The results are intended chiefly as guidance – a starting point for more detailed investigation and discussion.

One of Jobmatch's biggest attractions is that it can help young people dispel prejudices and preconceptions and look at jobs they may not even have considered before.

Saville and Holdsworth Ltd Occupational Interest Inventory

This system is available to registered users only.

It is designed for school leavers and adults with educational attainments to O level.

Candidates are asked to state their liking for a series of activities. These activities are related to work done by a sample group of job-holders including child care workers, waiters, waitresses, sales representatives, security officers, chargehands, secretaries, farmers, graphic designers, dress-makers, maintenance electricians and plumbers.

The results, which may be hand- or machine-scored, form a profile of the candidate's interests, including overall expressed interest and a range of interests.

SKILLS TESTS

Unless they have been on some kind of work experience scheme, many young candidates will not have many fully-developed skills of use to an employer. Some will have at least part-developed skills – from a hobby, a school course or from helping out around the home.

A skills test enables you to assess objectively levels of achievement: this helps not only with selection but also in planning and monitoring future training. We have included an example of a skills test, demonstrating the way in which it is structured and run (opposite). You could use this as a basis for developing your own test. Further advice is available from the City & Guilds of London Institute (see page 22).

SKILLS TEST: Lifting and handling

Preparation

This test should take place in the storage area, where there is adequate room for movement.

Materials

The candidate should have available:

- (a) one cardboard carton of apple or citrus, placed on the floor beside other cartons
- (b) a table, or flat surface at table height, larger than the carton to be used
- (c) adjacent stack of similar cartons.

Examiner's instructions

The examiner must ensure that the storage area is prepared for the test in accordance with the instructions above.

The examiner must then read candidate's instructions to the candidate, and mark the candidate in accordance with the marking scheme attached.

Candidate's instructions

The following instructions should be read to the candidate, who should be allowed to ask questions for clarification:

"You are required to pick up this carton of fruit, carry it to the table, place it on the table and leave it there.

"You are then required to pick up the carton from the table and place it on the adjacent stack.

"There is no time limit.

"Your method of work will be observed and you will be assessed as to whether or not you have observed the correct principles of handling and lifting."

Marking

The candidate should be marked according to the marking scheme below.

Each significant point should be marked with a tick (✓) if the candidate has carried out the task satisfactorily, or if unsatisfactorily with a cross (x).

A square means that a significant point is essential, a circle that it is desirable.

For the candidate to pass, *all* of the essential significant points, and 7 of the 9 desirable significant points must be ticked as satisfactory.

MARKING SCHEME:

Lifting and Handling Skills Test

- | | |
|---|---|
| 1. Stood with feet hip distance apart | ☐ |
| 2. Placed one foot in front of the other | ☐ |
| 3. Bent knees | ☐ |
| 4. Kept back straight | ☐ |
| 5. Tucked chin well in | ☐ |
| 6. Kept carton close to legs | ☐ |
| 7. Lifted carton by straightening legs | ☐ |
| 8. Held carton close to body | ☐ |
| 9. Palms of hands under carton | ☐ |
| 10. Arms straight | ☐ |
| 11. Followed safe route at walking speed | ☐ |
| 12. Lowered carton to table bending knees, not back | ☐ |
| 13. Straightened up before lifting carton again | ☐ |
| 14. Picked up carton with knees bent | ☐ |
| Repeat 9 + 10 | ☐ ☐ |
| 15. Placed on adjacent stack with knees bent | ☐ |

Dexterity

A variety of tests have been produced and published by test suppliers (see page 22). They aim to measure performance. It is claimed that the tests come closer to simulating manual operations than paper and pencil tests. They are all individually administered, and take between 5 and 30 minutes.

Tests available include:

- Crawford Small Parts Dexterity Test
- Minnesota Spatial Relations Test
- Bennett Hand Tool Dexterity Test
- Stromberg Dexterity Test

All the test suppliers insist that users complete a recognised test course before they can purchase the material.

Appendix 1

NUMERACY AND ENGLISH TESTS

Instructions to users

These tests (see pages 19–21) are intended to give a quick indication of a candidate's ability to use English and to do basic maths.

Administration

Choose a quiet location where the candidate can concentrate. Explain how the form should be completed and record how long it takes.

Checking results

Use the template provided to check the score. For both tests, scores of 75% or more indicate that the candidate can be expected to work successfully in simple job activities under instruction.

Scores below this level do not mean that the candidate is unemployable but, rather, that the individual needs help in the appropriate area. Thus, poor numerical ability indicates that a candidate should not initially handle money.

Keeping records

Test results should be kept confidential.

If you appoint a candidate, you will gain most benefit from your records if you arrange to check his or her progress regularly and relate it to test results.

ENGLISH TEST SIDE A

SIMILAR MEANINGS

Underline the word that has a *similar meaning* to the word in bold type:

- 1 **LARGE** small, size, big, barge
- 2 **WEAK** feeble, strong, tired, little
- 3 **OFTEN** seldom, frequently, rarely, always
- 4 **ANXIETY** carefulness, unpleasantness, distress, determination

WORDS OF OPPOSITE MEANING

Underline the word that has the *opposite meaning* to the word in bold type:

- 1 **ABOVE** over, high, lofty, below, cloud
- 2 **PEACE** quietness, war, silence, portion, treaty

GROUPING THINGS

Which is the odd one out – underline the word which *does not* belong to the group:

- 1 Elm, Oak, Marigold, Ash, Poplar
- 2 Sun, Candle, Lamp, Taper, Earth
- 3 Crab, Salmon, Cod, Plaice, Herring

ANALOGIES

Complete the sentences (*write on the line below each question*)

- 1 Sugar is to sweet as seawater is to
.....
- 2 Dead is to alive as day is to
.....

MIXED SENTENCES

Put the words in the correct order (*write on the line below each question*)

- 1 Carrots eat donkeys
.....
- 2 How hat you get that did?
.....
- 3 Every day the east rises in the sun
.....

ENGLISH TEST SIDE B

Write your answers in the boxes on the right.

REASONING

Find the right answer in the brackets after each question:

- 1 John is taller than David but shorter than Mark.
Who is the tallest? (John, David, Mark)
- 2 Tom did not get so many sums right as Terry but he got more right than Tim.
Who got the least number right? (Tom, Tim, Terry)

LOGICAL DEDUCTIONS

Which two sentences (a), (b), (c) or (d) make the fifth one true?

- 1 (a) John was born two years after Jack.
(b) Jack is younger than Peter.
(c) Tom was born before Jack.
(d) Peter is not so old as Tom.

TOM IS OLDER THAN JOHN

- 2 (a) Mary and Jane speak French.
(b) Jane and Doris speak German.
(c) Doris and Susan speak Italian.
(d) Susan and Mary speak Dutch.

JANE SPEAKS FRENCH BUT NOT ITALIAN

CODES

In some codes, numbers are replaced by letters. A stands for 9, B for 8, C for 7, and D for 6.

Find the right answers to the following questions:

- 1 What letter would you write for 2? (F G H I J K)
- 2 What does FIJD stand for? (£410.60, £0.41, £41.06, £14.60, £4.10)

NUMERACY TEST

Write your answers in the boxes on the right.

1 $15 + 62$

=

8 613×9

=

2 $128 + 342$

=

9 $159 \div 3$

=

3 $329 + 174 + 682$

=

10 $984 \div 12$

=

4 $27 - 13$

=

11 $\pounds 2.83 + \pounds 3.17$

=

5 $641 - 418$

=

12 $\pounds 1.83 + \pounds 19.07 + \pounds 25.60$

=

6 $2075 - 1058$

=

13 $\pounds 77.50 \times 11$

=

7 23×3

=

14 $\pounds 188.55 \div 9$

=

- 15 In a train there are 273 Second Class passengers and 148 First Class passengers.
How many is that altogether?

- 16 There are 24 hours in a day; how many in a week?

- 17 A shopkeeper sold 83 bars of chocolate in a week from a packet containing 12 dozen.
How many bars were left?

- 18 How far will a train travel in 14 hours if, allowing for stops, it can travel 72 km in each hour?

- 19 Seven new footballs cost $\pounds 29.68$. How much were they each?

- 20 Take one half of $\pounds 25.00$ from $\pounds 32.17$.

Appendix 2

SOURCES OF FURTHER ASSISTANCE

Trainability Tests

Industrial Training Research Unit
Lloyds Bank Chambers
Hobson Street
Cambridge CB1 1NL
Telephone: (0223) 51576

Jobmatch

Macmillan Education
Houndmills
Basingstoke
Hampshire RG21 2XS
Telephone: (0256) 29242

Skills tests and specific skills

City and Guilds of London Institute
76 Portland Place
London W1N 4AA
Telephone: 01-580 3050
and
Industrial Training Research Unit
Lloyds Bank Chambers
Hobson Street
Cambridge CB1 1NL
Telephone: (0223) 51576

Occupational Interest Inventory

Saville & Holdsworth Ltd
North Lodge
4 Esher Park Avenue
Esher
Surrey KT10 9NP
Telephone: (0372) 66476/67766

Tests of manual dexterity

NFER - Nelson Ltd
Darville House
2 Oxford Road East
Windsor SL4 1DF
Telephone: (95) 58961

Vocational guidance for young people

Department of Employment
Caxton House
Tothill Street
London SW1H 9NF
Telephone: 01-928 9222

**ENGLISH AND NUMERACY
TESTS**

Use these 2 marking templates
to check the answers to the 3
tests on pages 19, 20 and 21.

Position these carefully to the
guide lines.

English Test Side B Answers

Mark

Tim

(a) and (c)

(a) and (c)

H

£41.06

Numeracy Test Answers

77	5517
470	53
1185	82
14	£6.00
223	£46.50
1017	£852.50
69	£20.95
	421
	168
	61
	1008 km
	£4.24
	£19.67